STRESS AS RELATED TO EMOTIONAL INTELLIGENCE AND STUDY HABITS OF SECONDARY SCHOOL STUDENTS

SYNOPSIS OF THE THESIS

Submitted by

Dheeraj Sharma

Registration No. : AU22EDPhD0080

Under supervision of

Dr. SUMAN KUMARI

In Partial Fulfillment of the Requirements

for the degree of

DOCTOR OF PHILOSOPHY

SCHOOL OF EDUCATION

FACULTY OF EDUCATION, BASIC SCIENCES AND HUMANITIES

ABHILASHI UNIVERSITY

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DECLARATION

I hereby declare that the synopsis entitled **"STRESS AS RELATED TO EMOTIONAL INTELLIGENCE AND STUDY HABITS OF SECONDARY SCHOOL STUDENTS"** to be submitted for the partial fulfillment of the Degree of Doctor of Philosophy is my original work and the dissertation has not formed the basis for the award of any degree, diploma, associate ship or fellowship of similar other titles. It has not been submitted to any other university or Institution for the award of any degree or diploma.

Place: Chail Chowk

Date: 24/5/24

Signature of the Scholar

Dheeraj Sharma
Name of the Scholar

Forwarded by:

Place: Chail Chowk

Date: 24/5/24

Signature of the Supervisor

Dr. Suman Kumari
Name of the Supervisor

CERTIFICATE

This is to certify that the thesis titled **"STRESS AS RELATED TO EMOTIONAL INTELLIGENCE AND STUDY HABITS OF SECONDARY SCHOOL STUDENTS"** is an original piece of work done by **Dheeraj Sharma** under my supervision for the degree of Doctor of Philosophy, in Abhilashi University Chail Chowk Mandi H.P. I also certify that this work has not been submitted to any other University for a Ph.D. degree.

Place: Chail Chowk

Date: 24/5/24

Signature of the Supervisor

Dr. Suman Kumari
Name of the Supervisor

INTRODUCTION

Education is a human enterprise. It is a method and a type of action that pertains to people. The goal is to help kids reach their full potential so they can take charge of their surroundings and meet their needs. It offers the foundation for a country's welfare, development, wealth, and elevation. The most crucial aspect of human resources is education. As such, making appropriate use of each person's unique gift is crucial. Our goal is to maximize benefits while using the least amount of resources possible, thus we should strive for our young to attain their full potential and train them to make the most of the resources at their disposal.

The formal education system as it exists in India today is based on the British system of education, thanks to the legacy of colonial rule. Presently in India, the responsibility of education system is shared by the state and central governments. However, the structure of school education varies to some extent from state to state. In order to gain admission to prestigious institutions, students go to out-of-school classes called 'tuition' for the probability of a better performance during their exams. Many students start taking tuitions as early as middle school. Globally, academic pressure is well known source of stress among school students (Dodds & Lin, 1993; Christie & MacMullin, 1998; Brown et al., 2006).

Traditionally stress has been viewed as an essential part of adolescent development and of their school experience, predominantly a "good" stress (eustress) has helped students grow up through new challenges and get confidence so that they can rebound from unsatisfactory experiences. Due to extra pressure to be perfect at everything, especially from competitive exams, growing concern is regarding study demands and its relation with psychological issues among school students in India. The growing pressure to do well in academics, leading to an epidemic of student stress, with adverse consequences such as poor sleep, dishonest, depression, anxiety, and harmful coping mechanisms, including alcohol and drug abuse.

STRESS

Stress is an adaptive reaction to a stimulus that puts an individual under undue psychological or physical strain. The pioneer of stress research, Selye (1974), asserted that

stress may have favourable effects as well. Everybody needs eustress in their lives. Selye developed the theory of the psycho-physiological reaction to stress. He proposed the General Adaptation Syndrome, a three-phase defense reaction (GAS). The three separate stages are weariness, resistance, and alarm.

Workplace stress can be divided into four main categories: occupational stress (such as noise and light), individual stressors (like role conflicts and work overload), group stressors (such as poor relationships with colleagues), and organizational stressors (like poor structural design). These stressors affect people differently due to individual differences, including cognitive/affective components and biological/demographic factors. Research revealed that each organization has different set of stressors, and life events such as pregnancy, death or divorce can also cause stress. The Social Readjustment Rating Scale by Richard Rahe and Thomas Holmes assigns values to different life events to measure their impact on individuals. The impacts of stress vary and can manifest subjectively as anxiety or apathy, behaviorally as alcoholism or drug abuse, cognitively as poor concentration or mental blocks, and physiologically as increased blood pressure or heart rate. Additionally, stress can also lead to consequences such as absenteeism, low productivity and withdrawal. Some of the most costly effects of stress include absenteeism, alcoholism, drug abuse, and declining physical and mental health.

STRESS SIGNALS AND SYMPTOMS

Recognizing and identifying stress signs is vital in today's world. While some signs of stress are more subtle and are frequently mentioned in everyday life, it is crucial to note these terms. A few overt signs include declining performance, poor attendance, changes in appearance, attitudinal changes, or unusual behavior.

Fatigue

When someone is engaged in any type of physical or mental labor, they experience fatigue which is a state of weariness or tiresomeness. Fatigue is a degree of decreased fervor for upcoming tasks. The characteristics of fatigue are typically manifested as a decreased level of readiness or efficiency to perform additional tasks and an increased sense of strain. It's also been called a kind of negative work aptitude. Reduced ability to work further is

different kind of activity decrement, and fatigue is amongst them. Owing to prior exertion, during which the individual gave it his all, he is physically incapable of continuing the task at the same pace in the future. Physical, muscular, and mental fatigue are the different categories of fatigue. Additionally, central or nervous fatigue is present.

Monotony

The mental state brought on by doing the same tasks over and over is called monotony. The same movements are involved to accomplish the same kind of work. For any disparity in the work or movements, there exists no modification. The repetition makes the person boring and tiresome. Even when we are listening to music, the performance is repetitive and lacks variation in pitch, making us get bored.

Boredom

The attitude and feeling aspect that people have toward certain types of work is boredom. It usually refers to disinterest in something we experience or participate in. The need for a change of activity is what defines boredom. More so than monotony, personality traits, attitudes, and interest patterns influence this kind of boredom.

Frustration

The act of impeding or impeding the accomplishment of a goal is referred to as frustration. Fundamentally, frustration is a state of ongoing motivation devoid of fulfillment, which is a crucially secure part of every person's experience. Psychologists see frustration as a natural part of life, a persistent "compassion" that fuels some of the most distinctly human behaviors. The inability to overcome physical barriers, the limitations placed on oneself by others, and the failure to attain targets that are inharmonious with one's own desires are the three main causes of human frustration.

Aggression

An act of aggression is a destructive or harmful attack on another person or object. Aggression used to be considered a necessary or inevitable consequence of frustration, but it is now such a common response to it (Dullard et al. (1999). Events that are frustrating can

lead to both positive and negative deviant behavioral patterns. Negative frustration can lead to a variety of destructive behavioral patterns, including work as an escape, aggression, negativism, regression, repression, and rationalization. There are three types of aggression: organized, dispersed, and elementary. A mischievous child's behavior is not indicative of elementary aggression. A well-planned labor-management conflict is an example of organized aggression. In displaced aggression, the deviant behavior is directed toward an object or person that is not the true source of frustration.

Burnout

Many people in helping professions have acknowledged this phenomenon as a significant concern. Physical and emotional exhaustion, commonly brought on by prolonged engagement with individuals in emotionally taxing situations, is the state commonly referred to as burnout. According to Chemis (1980), burnout is a transactional process that involves three stages:

(1) An imbalance between demands and resources (stress);

(2) An immediate, short-term emotional reaction to this imbalance (strain); this reaction is characterized by fatigue, anxiety, and emotional exhaustion; and

(3) A number of behavioral and attitude changes. People who experience extended high stress levels eventually experience burnout.

Anxiety

Anxiety is a transient state of shock characterized by headaches, insomnia, and nervousness. Anxiety is defined as a state of extreme tension, restlessness, and panic coupled with an eerie suspicion that something horrible is about to occur. The feeling of fearful expectation of an unpleasant future event is known as anxiety. This should be distinguished from fear, as the latter is a person's reaction to an actual external threat, whereas anxiety is a person's reaction to a threat that arises from within. People can only commit a limited amount of resources to playing a role. When a person's entire role obligations become too demanding, their resources are taxed, which leads to stress, tension, frustration and role strain.

Strain

Strains are the behavioral physiological and psychological phenomena that manifest due to stress and spoil normal functioning. (Winnubst, 1993) Another way to think of strain is as an answer to stress. Four strain types were recognized by Osipow and Sponkane in 1987. The categories used to categorize strain were physical, interpersonal, psychological, and vocational. Burnout, which can be brought on by ongoing conflict or prolonged work-related stress, is a significant consequence of ongoing strain. Strain is considered as a psychological response to a stressor and can include depression anxiety, frustration and other physical symptoms (Beehr, 1995).

Vandalism

When an employee feels neglected or wants to "get back at the company," they frequently commit vandalism. Additional Signs of Stress: Tension, Irritability, inability to focus, feeling overly tired, difficulty sleeping, and dry mouth, palpitations heart, breathing problem, abnormal stomach, frequent urination, sweating palms, lack of appetite, headaches, and tense, trembling muscles are among the physical indicators of stress.

EMOTIONAL INTELLIGENCE

Emotional intelligence is the master concept. It is arguably modern psychology's most significant contribution. An essential component of human functioning is emotion. It is an aspect of the self that comes from the intricate interaction of situational, cognitive, and physiological factors. Our life is ruled by our emotions. They are subject to distortion or dissociation based on personal values and beliefs. They give you the drive and inspiration to either excel or retreat. Any level of emotional behavior that displays the results of typical emotional development is considered "intelligent." If someone can show his emotions in a reasonable amount and with appropriate control, they are considered emotionally intelligent. He is able to adapt well to himself, his family, and his peers in the workplace, school, and society. He can also tolerate delays in the fulfillment of needs. Emotional intelligence grows throughout life. Therefore, it is not a condition in which all issues are resolved; rather, it is a continuous process of analysis and clarification that aims to integrate behavior, thought, and

emotion. Emotional intelligence may be succinctly defined as the regulator of impulses through one's "self" or "ego".

ELEMENTS OF EMOTIONAL INTELLIGENCE

Five elements make up the area of emotional intelligence, according to Dr. Daniel Goleman: self-awareness, self-regulation, motivation, empathy and social talents. The first three, which are intrinsic to each of us and exist only inside, are called intra-personal (self-awareness, self-regulation, and motivation). Empathy and social skills are the final two inter-personal traits which are evident in our behavior and happen between us and other people. The growth of one skill indicates the progress of the other, so intrapersonal and interpersonal skills are interdependent.

Self-awareness: Understanding one's own inner states, inclinations, assets, instincts, etc. is the essence of self-awareness. It denotes the capacity to identify, comprehend, and accept one's own disposition, feelings, motivations, strengths, and weaknesses as well as the awareness of how these impact other individuals. Emotional awareness, truthful self-evaluation, and self-assurance are all components of self-awareness in individuals. The capacity to identify one's emotions and their consequences is known as emotional awareness. To accurately assess oneself, one must be aware of his/her own advantages and disadvantages. A sense of self-worth and competence is known as self-confidence.

Self-regulation: The term "self-regulation" describes the ability to control and deal with urges, uncomfortable emotions, and upsets as opposed to suppressing or denying them. It guides that one must opt how to communicate their emotions. Self-regulation enables one to remain composed, calm, and focused as well as to think clearly under duress. Self-regulation encompasses restraint, dependability, diligence, flexibility, and inventiveness. The capacity to restrain disruptive emotions and impulses is known as self-control. An individual's ability to uphold moral principles such as honesty and integrity is what makes them trustworthy. Being conscientious means accepting accountability for one's own work. To be adaptable is to be flexible when dealing with change. Being open to and at ease with fresh concepts and knowledge is to be innovative.

Self-motivation: Goal achievement is aided by motivation. Motivation is the capacity to work hard and persistently toward objectives. It gives us the fervor and motivation to mold our ideas into deeds. Motivating and inspiring pupils to learn is one of a teacher's main responsibilities. Goleman suggests that achievement drive, commitment, optimism, and initiative are three key motivational competencies. An individual with achievement drive will make an effort to advance or reach a high standard. One of the motivational skills that get people to support the organization's objectives is commitment. Being impulsive means being prepared to seize chances. Perseverance in pursuing objectives in the face of challenges and disappointments is optimism.

Social Awareness: Being conscious of the challenges and sufferings that various communities and societies face on a daily basis is referred to as being socially aware. This covers four competencies, namely accurate people and group reading compassion, a focus on helping others, fostering diversity, and developing others. Sensing other people's emotions and points of view and primarily managing their problems is what is meant by empathy. Meeting, identifying, and anticipating the needs of others is called service orientation. Leveraging diversity is the capacity to fairly engage, develop, and retain a diverse pool of excellent students.

Social Skills: Social skills are the capacity to engage, convince, and communicate with other members of the community without creating unnecessary tension or discord. Stated differently, social skill refers to the capacity to establish rapport and cultivate social connections with people from diverse backgrounds. Six competencies make up this social skill i.e. Building relationships, collaboration, leadership, conflict resolution, change catalyst, and cooperation. The capacity to convey ideas clearly and persuasively is known as communication. Being a leader involves motivating and directing teams and individuals, which is a crucial competency. Catalyzing or managing change is referred to as change catalyst. Resolving and negotiating conflicts is the essence of conflict management. To nurture instrumental relationships is to build bonds. Cooperation and teamwork involve assisting others in achieving common objectives.

STUDY HABITS

Reading and reference work are typically connected with the term "study." This viewpoint is extremely limited since it ignores research that helps in obtaining solutions to issues that come up in day-to-day living. Study habits are the unbroken, consistent effort devoted to learning a task for the assimilation of data and understanding. A study habit is an intricate undertaking. Study habits refer to “predispositions which help students have developed towards private reading through a period of time” (Hussain, 2000). Students having good study habits are able to learn effectively on their own. It is an approach to modeling, gathering new information, retaining information, and handling assessments. Effective study habits can foster an individual's understanding, critical thinking, self-assurance, and ability to learn. Students can give good performance in the classroom by utilizing good study habits. Students' learning is enhanced when teaching and learning are both done well. Studying is a tendency to reach life's goals. Study methodology, learning style, and setting all support the study. When compared to individuals who do not establish study habits, a student may possess greater intelligence and self-assurance. Patel (2002) found that students' study habits were affected by their IQ and career goals. The subjects' study habits were impacted by their attitude, personality traits, aspirational level, study strategy, and the material they needed to learn. Research by Aditya and Ghosh (2014) demonstrated how students' study habits were modified by their family environment, planning, exam preparation, and attitude. According to Hussain (2000), a student's learning environment has an impact on the skills and study techniques they can employ. Study habits are the methods, routines and approaches that will facilitate and enjoy any type of study. The higher order mental functioning is a study habit. Every student's success or non-success is related to their study habits; learning style, intelligence, and capacity for study all play a role. Energy is required for study in the sense that it requires a student to focus their attention and expend a lot of mental energy. Students typically detest studying because it takes so much work. They might require the teacher's assistance in this regard, in the form of appropriate study motivation and stimulation. A strong study plan is must for developing effective study habits. To emphasize that efficiency, the learner must establish two core concepts viz.

- Regularity in work.
- Persistency

Acquiring knowledge is a difficult endeavor. To learn new concepts, a student must be incredibly enthusiastic. A student's knowledge only grows when they are prepared to study the new ideas. The student needs to invest some quality time and effort in order to learn new concepts. A student can only effectively utilize their time and energy to acquire new knowledge when he is in the state of good mental health. Most of a student's knowledge is acquired during their formative and teenage years. The student learns more quickly during the early years since he is completely under the supervision of their parents and teachers. In contrast, students experience some confusion as they adjust to their own physical and psychological changes during adolescence. Occasionally, these alterations may serve as the catalyst for modifications to their daily routines.

IMPORTANCE OF STUDY HABITS

Guidance of learning is the definition given to teaching. The teacher's job is typically to set up targeted learning activities that the student is guided to respond to in the most efficient way when they first arrive in the classroom. It is evident that most of the teachers today are either unable to teach students how to study, or are unable to judge students based on their repeated inability to form effective study habits. Additionally, it is rare for a below-average student to use the best strategies without significant guidance from the teacher. The definition of a student is someone whose full-time job is studying. Ineffective study techniques are not taught in the Indian educational system, which is one of its biggest flaws. In Indian schools, there is not enough emphasis placed on using appropriate study techniques. I used to be able to memorize lessons and replicate them, which allowed me to get very good grades on exams. However, critics and innovators who are capable of and eager to make changes are needed in today's society. Therefore, teaching students to develop this ability should be the role of the school and the teachers. Students can undoubtedly adjust to school better if they are given the right guidance in learning how to study efficiently. Good study habits can be properly taught, which will decrease their failures and self-effort. It will also instill in them the right motivation to learn efficiently. Once more, developing sound study habits will help avoid maladjustment and severe behavioral issues

like truancy, daydreaming, withdrawal, etc. Therefore, if students are taught effective study techniques, they will undoubtedly reduce academic failures, discipline issues in schools and society, and the problems of waste and stagnation. Every student has to learn how to study more efficiently; some may have previously picked up the skills, but it's likely that they too need to be reminded to adopt better study habits. The following benefits can be obtained from an effective study approach towards psychology.

1. The learner will have a better perception of the importance of theory.
2. He will be able to put what he's learned into practice.
3. A preview of the entire course will be given by it.
4. Individual needs will be connected to educational psychology.

Study habits are crucial in the discipline of education, as the previous discussion has shown.

REVIEW OF RELATED LITERATURE

Jensen et al. (2007) studied emotional intelligence: A literature review and concluded that emotional intelligence is actually a cluster of several constructs that assess a person's various unique qualities or skills. The type of emotional intelligence which is to be currently measured depends on the methodology employed, and it is further complicated by the fact that trait emotional intelligence and ability emotional intelligence do not correlate. The usefulness and additional explanatory value of trait emotional intelligence measures is currently debatable due to their apparent significant overlap with established, thoroughly studied personality measures. Although some research indicates it may offer extra information above what can be learned through personality and coping measures, ability emotional intelligence appears to overlap somewhat with established measures of coping strategies and emotion regulation.

Pamela & Gardener (2007) investigated the study entitled, “emotional intelligence.” Review of research and educational implications and the research area of emotional intelligence (EI) are critically reviewed in this research, which looks at the construct's applicability to the discussion of educational policy and practice. They also

summarize the research that shows emotional intelligence correlates with both academic success and success in life. Finally, they discuss whether emotional intelligence can be developed or altered and how it might be supported in educational settings. In summary, while the exact definition of emotional intelligence is still up for debate, a number of the traits it encompasses indicate that a person will likely succeed in life, and socio-emotional learning curricula in schools may be a helpful tool in helping students to acquire these qualities.

Groves, McEnrue & Shen (2008) studied on developing & measuring the emotional intelligence of leaders. This study aimed to investigate empirically whether EI can be intentionally developed according to Mayer and Salovey's (1997) model. The EISDI, or Emotional Intelligence Self Description Inventory, was employed. 135 fully employed U.S. individuals were sampled. s. The study involved business students. As per the outcome, EI is developable.

Janaki (2008) examined 318 students and the relationship between stress and academic achievement among them. A similar number of students aged 13 to 15 years, from a Chennai-based school made up the sample. It was discovered that neither the level of stress nor academic achievement differed between males and females.

Singh, Chaudhary and Asthana (2008) in their studies found that adolescents from rural and urban areas differed significantly in their emotional intelligence. Urban teenagers were superior to their rural counterparts, according to this study as well. The emotional intelligence of teenagers, both male and female, was similar.

Suresh and Joshith (2008) carried out a survey research to determine the degree of association between student teachers' stress and emotional intelligence. The study's conclusion implied that stress and emotional intelligence had a negative relationship, i.e. it is possible for one possessing high emotional intelligence to be low on stress, and vice versa.

Agolla and Ongori (2009) examined academic stress in the 320 undergraduates at a higher institution in Botswana University. Academic environments, deadline pressure, and time constraints were investigated as sources of stress. Using the descriptive statistics, analysis of the data is done, which were gathered using self-administered questionnaires. It

was discovered that stress among students was caused by the quantity of work they had to do in class, the lack of resources available, their lack of motivation, their persistently low academic performance, crammed lecture rooms and their uncertainty about finding employment after graduation.

Chauhan, Sarna and Aggarwal (2009) examined 210 students from the faculties of arts, science, and commerce related to educational stress. The findings revealed that the academic conflict was more among male students than female students, and it was higher in the students of arts and science faculties than in the commerce faculty. Students in science faculty were found to be under more academic pressure than students in commerce faculty. There were no discernible variations within male and female students in terms of academic pressure, academic frustration, or academic anxiety. More male students than female students displayed signs of academic conflict.

Mahyuddin, Elias and Noordin (2009) investigated academic achievement, motivation for achievement, and emotional intelligence in 647 second-year students at two public and two private universities in Malaysia. The study revealed that there existed no interrelation between emotional quotient (EQ) and academic achievement, but there is a powerful relationship between achievement motivation and emotional intelligence in college students attending both government and self-financing universities.

Joibari A. (2011) conducted a study to determine the relationship between students' academic achievement in Tehran's high schools and their emotional intelligence. Using the random sampling technique, a total of 380 students (180 females and 200 males) were chosen for the sample. The key elements of emotional intelligence—self-motivation, self-awareness, self-regulation, social consciousness, and social skills—were found to be significantly correlated with students' academic success. Additionally, the study showed that male students are more emotionally intelligent than female students.

Nandamuri and Chinthala (2011) examined different sources of academic pressure among 500 postgraduate management scholars across multiple management institutions in the Warangal, Andhra Pradesh, India. Utilizing a self-designed Academic Stress Questionnaire, inspired by existing models, data was gathered. Results revealed that

curriculum and instructional factors were the primary contributors to stress (86%), trailed by concerns related to placement (63%), assessment (41%), and teamwork (24%) among the management students.

Sharma et al. (2011) explored academic stress and its impact on essential physiological measures such as height, weight, pulse rate, and blood pressure among senior medical students. Among the 71 students approached, 68 opted to participate. The study noted that academic exams induced stress in medical students, leading to alterations in vital parameters that could potentially influence their academic achievements. Female students exhibited higher levels of stress compared to their male counterparts. Notably, academic responsibilities and exams emerged as the most prominent stressors among medical students.

Busari (2012) examined variances in the ways male and female first-year university students in Nigeria perceive academic stress and respond to stress-inducing factors. Data was gathered from 2520 students across the six geo-political zones of Nigeria using Busari's (2011) adapted Student Academic Stress Scale (SASS). Findings indicated that female participants recorded higher scores on the academic stress scale compared to their male counterparts.

Thawabieh and Qaisy (2012) investigated 471 Technical University of Tafila students' stress levels. The findings revealed that the university students' levels of social, intellectual, and physical stress were moderate. Compared to their male peers, female students were under more stress. Additionally, a negative significant correlation was shown between students' cumulative average and academic stress. The findings revealed that first-year students had high levels of stress, which might be the result of transfer shock from high school to college.

Yahaya et al. (2012) investigated effect on academic achievement by the emotional intelligence component. The study's sample comprised of 370 students overall (127 males and 243 females), chosen using a stratified random sampling technique from four secondary schools. The findings indicated a strong correlation between academic success and emotional control, empathy, and self-awareness. Only three components of emotional

intelligence — self-awareness, self-motivation, and empathy were found to be responsible for the variation in the criteria (academic achievement) when using a stepwise multiple regression analysis. This research also suggested that students' cognitive abilities are enhanced and contributed to by their emotional intelligence level.

Anwar (2013) investigated the issues and considerations regarding the connection between study behaviors and academic performance. Employing purposive random sampling, a sample of 200 eleventh-grade senior secondary school students was selected. Descriptive analysis findings revealed a significant and favorable relationship between effective study practices and academic attainment. Furthermore, the study uncovered that students demonstrating good study habits tend to excel academically compared to those with inadequate study habits, suggesting a direct correlation between strong academic achievement and the adoption of effective study habits.

Baviskar, Phalke and Phalke (2013) endeavor was undertaken to explore and contrast the prevalence and origins of depression, anxiety, and stress among 360 junior college students enrolled in arts, science, and commerce programs in Loni, a rural region in Maharashtra. Stratified random sampling was employed to select 120 students (an equal number of girls and boys) from each academic discipline. Data collection encompassed demographic information and administration of the Depression Anxiety Stress Scale-42 (DASS). The outcomes unveiled a heightened vulnerability to depression, anxiety, and stress among students residing in rural areas. Furthermore, it was noted that students pursuing arts education displayed elevated levels of depression compared to their counterparts in science and commerce fields.

Begum (2013) investigated the impact on secondary school students' academic achievement of study habits, home environment, and achievement motivation. There were four hundred ninth-grade students in the sample for this study. Regarding gender, school administration, and instructional medium, the results showed that achievement motivation had a substantial impact on secondary school students' academic achievement.

Chamundeswari (2013) investigated the link between emotional intelligence and academic performance in high school students. Results indicated a robust positive connection between emotional intelligence and academic success. Moreover, students enrolled in central board schools exhibited greater levels of emotional intelligence compared to those in state and matriculation board schools at the high school level. Similarly, academically, students attending central board schools surpassed their peers in state and matriculation board schools.

Jane, Hider and Rudi (2013) examined the issue of "Emotional Intelligence Assessment among Female Students in Professional Colleges." As per the study, most girls have a high level of self-awareness, while girls attending professional colleges show a medium level of empathy. The study also revealed that although girls' emotional stability was only average, they exhibited high levels of self-motivation. The majority of girls have advanced levels of personal growth. Their value orientations, however, were mediocre. The study also concluded that girls' levels of commitment and altruism were average. Overall, female students at professional colleges were found to have high levels of self-esteem.

Preeti (2013) examined the connection between students' academic success and emotional intelligence. The study's conclusions showed that academic success devoid of emotional intelligence does not predict future success, and that emotional intelligence is crucial for high-quality education because it also indicates a person's personality and interpersonal skills at work. Aspects including emotional literacy, academic understanding, affective domain building, self-assessment, pressure management, parental guidance, performance evaluation, and academic motivation were also revealed by this study. If these factors are highlighted, mentors, parents, and academicians may find it easier to encourage their charges to understand emotions in their daily lives.

Rahman et al. (2013) examined a cross-cultural investigation of achievement motivation and its connection to emotional intelligence among female IIUM students who are Malay and Indonesian. The research results additionally indicate that there was a notable connection between Islamic achievement motivation and emotional intelligence.

Furthermore, McClelland's achievement motivation and emotional intelligence exhibit a positive correlation with cultural influences.

Roy, Sinha & Suman (2013) explored the relationship between emotional intelligence and academic achievement motivation among adolescents. The study revealed a positive correlation between these two variables. Moreover, disparities in emotional intelligence were noted among students categorized into high, average, and low levels of motivation for academic achievement. While a negative correlation was observed between emotional intelligence and low levels of academic achievement motivation across the entire sample, a low positive correlation was found with high and average levels of academic achievement motivation. Gender-wise analysis unveiled a weakly positive correlation between academic achievement motivation and emotional intelligence. Specifically, among boys, there existed a positive correlation between emotional intelligence and all levels of motivation for academic achievement. Conversely, among girls, a negative correlation was found with high and low levels of motivation, whereas a positive correlation was observed with average levels of motivation.

Kaur and Sharma (2014) explored the relationship between adolescent depression and classroom stress levels. The study revealed a significant and positive correlation between academic stress and its components—academic tension, academic anxiety, and academic frustration—and depression. Interestingly, no notable gender disparity was observed concerning depression. However, concerning academic stress, male and female students exhibited similar levels across all dimensions except for academic frustration, where girls displayed higher indications. Additionally, there was a substantial and positive correlation between the variables of academic stress—specifically academic frustration, academic conflict, academic pressure, and academic anxiety—and depression. Other dimensions of academic stress and total academic stress did not exhibit significant gender differences, except for academic frustration.

Versaevel (2014) explored the effects of stress, found stressors, and found special elements associated with elevated stress. According to the study, stress was the most often mentioned barrier to students' academic success, with 576 points of percentage reporting

higher than average stress. The three most commonly mentioned stressors are money, sleep, and schoolwork. Students who identified as female expressed more stress than those who identified as male. Additionally, a direct correlation was found between stress and academic performance of students.

Azila-Gbettor et al. (2015) evaluated the causes of stress and how they affected the academic achievement of 275 business students at Ghana's Ho Polytechnic. Total Environmental / Campus / Administrative / Transition Stressors (TECATS), with a mean score of 3 points, and Total Academic Stressors (TACS), with a mean score of 2 points, were found to be the two most prevalent stress categories. Students who identified as male rated their stress levels higher than those of females. Furthermore, there was no discernible relationship between students' academic success and their stress level.

Illahi and Khandai (2015) undertaken to explore the academic performance, study habits, and social intelligence of college attendees in District Pulwama (Jammu and Kashmir). The outcomes of the study highlighted significant distinctions between male and female students concerning their academic accomplishments and various aspects of social intelligence. The research concluded that female college students, in contrast to their male counterparts, tend to demonstrate superior levels of both academic achievement and social intelligence. Furthermore, it was noted that a majority of male students (75%) and female students (72%) exhibited commendable study habits.

Radha & Muthukumaran (2015) investigated college students' study habits and utilized that information to gauge their habits. As per the results, college students in the subsamples there is little difference in the study habits of male and female students, those attending government colleges versus those attending private colleges, parents' income (below or above 20,000) and students who are part of nuclear families versus joint families. The study also found a substantial difference between college students who lived in rural and urban vicinity.

Suresh (2015) investigated the study habits, drive for success, and academic performance of high school students. A sample of 842 high school students from Thajavur

District, Tamil Nadu, India, was randomly selected for the study. The research utilized the study habit inventory developed by Mukhopadhyay and Sansawal, the achievement motivation scale by Misra and Srinivastava, and the students' annual marks to assess their academic achievement. The results indicated positive associations between study habits, motivation for success, and academic performance. Furthermore, the study concluded that achievement motivation had a stronger impact on academic achievement compared to study habits.

Ahuja (2016) carried out on emotional intelligence among secondary school students in relation to academic anxiety and adjustment." Despite girls scoring higher in emotional intelligence, boys demonstrated notably superior adjustment levels. Surprisingly, there was no significant correlation observed between academic anxiety and emotional intelligence. However, a statistically significant positive correlation was found between academic anxiety and secondary school students' adjustment. Moreover, there was a negative correlation between academic anxiety and students' adaptation to secondary school, although the difference between genders regarding academic anxiety was statistically insignificant.

Arora (2016) explored the link between adolescents' study habits and their academic success, revealing a positive correlation between the two. Additionally, notable distinctions emerged between male and female teenagers concerning both academic achievement and study habits. Significant variations were also observed between adolescents residing in rural and urban areas in terms of their study routines and academic outcomes. Notably, girls and urban dwellers exhibited superior performance in both aspects.

Khan et al. (2016) carried out a study with the aim of determining the relationship between Hazara University students studying at various educational levels and emotional intelligence. The study's findings indicated that there was little correlation between emotional intelligence and academic level. Additionally, a non-significant negative correlation was found between emotional intelligence and educational motivation, and there was no significant difference between educational motivation and various educational levels.

Sagar and Singh (2017) investigated the levels of academic stress among students in upper secondary schools. The findings revealed that a notable gender-based difference in the experience of academic stress among higher secondary school students, although no significant disparity was observed among students in different streams such as arts, sciences, or commerce. Furthermore, the study found no apparent variance in academic stress levels between students in rural and urban areas or between those receiving government assistance and those self-funding their education.

Nia (2018) examined the association between emotional intelligence and academic achievement. The study indicated no statistically significant discrepancies in demographic variables concerning academic achievement motivation, emotional intelligence, and quality of life. Despite a noticeable relationship between emotional intelligence and academic achievement, regression analysis revealed no significant correlation between academic achievement motivation, quality of life and emotional intelligence.

Desamparado et al. (2019) aimed the level of stress experienced by senior high school students during a practical inquiry. An important correlation between gender and student content and stress levels was identified. Moreover, no noticeable correlation was found between students' skills and attitudes and their stress levels based on gender. Furthermore, there was no statistically significant correlation observed between stress and the content, skills/performance, and attitude categories of students according to their academic strand. Notably, content and attitude were found to be significant factors in relation to students' economic status. However, there was no discernible correlation between students' economic status and their skill set.

Khan (2021) revealed that there was a positive and significant relationship between emotional intelligence and scholastic achievement. Similarly, a significant positive relationship was found between study habits and scholastic achievement. The study also indicated that emotional intelligence and study habits were found as significant predictors of scholastic achievement.

Geetha and Sharath (2023) found that there was no significant difference between rural & urban secondary school students with respect to their emotional intelligence. It was

also found that there was a significant difference between boys & girls secondary school students with respect to their emotional intelligence. The study revealed that with respect to their urban locality, there was no significant difference between rural boys & girls secondary school students with respect to their emotional intelligence.

NEED AND SIGNIFICANCE OF PROBLEM

In a society marked by intense competition where education serves as a pathway to success and prosperity, the significance of the present study is amplified. Our educational initiative aims to facilitate holistic personality development in children, targeting three key domains: cognitive, emotional, and communicative. While the emphasis primarily lies on enhancing cognitive skills related to knowledge acquisition, and to some extent, conative skills linked to motor abilities, the emotional aspect of education, concerning a child's sentiments and feelings, is unfortunately overlooked. It is recognized that informal education from family and society plays a pivotal role in fostering emotional and social maturity, alongside formal education. Teenagers, particularly students, often grapple with stress stemming from academic performance, career decisions, and personal challenges, highlighting the pervasive nature of stress in contemporary life. Given the competitive nature of modern society, stress management has become a focal point in academic discourse, prompting parents, educators, and administrators to prioritize understanding and nurturing their children's emotional intelligence and study habits.

Emotional intelligence will be able to influence many parts of our life, from academic grades to job performance also interaction and adjustment in daily life. Emotional intelligence is very much important for secondary school students to quickly overcome their exam stress and get on with answering the questions and can overcome boredom and maintain concentration during dull topics.

Recent trends indicate a rise in antisocial behavior among teenagers, which some attribute to emotional disturbances. Recognizing the need for targeted interventions, many educators advocate for research aimed at equipping adolescents with the necessary skills to confront challenges. Effective study habits not only enhance understanding, critical thinking, and self-confidence but also improve classroom performance. However, previous research

has largely overlooked the interplay between stress, emotional intelligence, and study habits among secondary school students, leaving a gap that the present study seeks to address. Consequently, the proposed research represents uncharted territory, offering potential insights into mitigating stress levels through the enhancement of emotional intelligence and positive study habits. Ultimately, the study's findings are anticipated to benefit parents by providing them with a deeper understanding of their children's needs and facilitating their success in life.

STATEMENT OF THE PROBLEM

"STRESS AS RELATED TO EMOTIONAL INTELLIGENCE AND STUDY HABITS OF SECONDARY SCHOOL STUDENTS"

OBJECTIVES OF THE STUDY

1. To study the stress level, emotional intelligence and study habits of secondary school students.
2. To study gender-wise difference in stress among secondary school students.
3. To study the difference in stress among secondary school students with regard to their level of emotional intelligence.
4. To study the interaction between gender and emotional intelligence with regard to stress among secondary school students.
5. To study area-wise differences in stress among secondary school students.
6. To study interaction between area and emotional intelligence with regard to stress among secondary school students.
7. To study the difference in stress among secondary school students with regard to their study habits.
8. To study the interaction between gender and study habits with regard to stress among secondary school students.
9. To study interaction between area and study habits with regard to stress among secondary school students.

10. To study the interaction between emotional intelligence and study habits with regard to stress among secondary school students.
11. To study the correlation between emotional intelligence and stress among secondary school students.
12. To study the correlation between study habits and stress among secondary school students.

HYPOTHESES OF THE STUDY

1. There will be no significant gender-wise difference in stress among secondary school students.
2. There will be no significant difference in stress among secondary school students with regard to their level of emotional intelligence.
3. There will be no significant interaction between gender and emotional intelligence with regard to stress among secondary school students.
4. There will be no significant area-wise differences in stress among secondary school students.
5. There will be no significant interaction between area and emotional intelligence with regard to stress among secondary school students.
6. There will be no significant difference in stress among secondary school students with regard to their study habits.
7. There will be no significant interaction between gender and study habits with regard to their stress among secondary school students.
8. There will be no significant interaction between area and study habits with regard to stress among secondary school students.
9. There will be no significant interaction between emotional intelligence and study habits with regard to stress among secondary school students.
10. There will be significant negative correlation between emotional intelligence, and stress among secondary school students.
11. There will be significant negative correlation between study habits and stress among secondary school students.

DELIMITATIONS OF THE STUDY

1. The present study will be restricted to the four districts of Himachal Pradesh. These four districts, namely Kullu, Shimla, Mandi, and Bilaspur in Himachal Pradesh, will be selected by employing a convenient sampling procedure.
2. The study will be restricted to affiliated to Himachal Pradesh Board of School Education, Dharamshala.
3. The study will be delimited to students who are studying in class 9th and 10th only.
4. The present study will be delimited to one dependent variable i.e. stress and four independent variables i.e. gender, area, emotional intelligence and study habits.
5. For analyzing the data, only multivariate analysis will be carried out.

OPERATIONAL DEFINITION OF THE TERMS

Stress

Stress is defined as burdens, pressures, anxieties and worries. Stress is a normal part of everyone's life. It is force, pressure or strong effort and difficulty that causes worry or emotional tension and produces strain on the physical body. Stress is believed to be caused by the various problems such as problems at school, financial problems, family problems and problems in their surroundings. It will be measured with the help of Students Stress Scale by Z. Akhtar (2023).

Emotional Intelligence

Emotional intelligence is the ability to recognize, understand and manage own emotions to harness those emotions and apply them to tasks like thinking and problem solving as well as being able to understand and influence the emotions of others. It involves being aware that emotions drive behaviors and impact people either positively or negatively. It will be measured with the help of Emotional Intelligence Scale by A. K. Singh and Shruti Narain (2024).

Study Habits

Study habits refer to the behaviours and techniques that individuals employ to facilitate their learning and academic performance. These habits can include activities such as reading, note-taking, time management, and maintaining physical and mental well-being. Good study habits are essential for effective learning and can contribute to academic success. They help individuals in organizing their study materials, understanding the content, and preparing for tests. Study habits are considered to be a significant factor in determining a student's academic performance. The study habits of secondary school students will be measured with the help of Study Habit Scale by Dimple Rani and M.L. Jaidka (2015).

Secondary Schools Students

These refer to the students who were studying in 9th and 10th classes in government secondary schools affiliated to Himachal Pradesh Board of School Education, Dharamshala.

RESEARCH METHOD TO BE USED

'Survey Technique' under descriptive research method will be used in the present research.

SAMPLING

The procedure of multistage sampling will be followed in the present study. At the initial stage, four districts will be selected by convenient sampling technique. In the next stage, list of educational blocks in each of the four districts will be taken and five educational blocks from each district will be selected by employing random sampling technique. At the third stage, the list of secondary schools in each sampled educational block will be prepared and 5 secondary schools from each block will be selected randomly. At the final stage, a total of 1100 secondary schools students will be selected through incidental sampling technique in the present investigation.

VARIABLES OF THE STUDY

Following variables will considered as independent variables in the present study:

- Gender
- Area
- Emotional Intelligence
- Study Habits

In the present investigation, one dependent variable will be taken into consideration:

- Stress

RESEARCH TOOLS TO BE USED

Following research tools will be used in the present study:

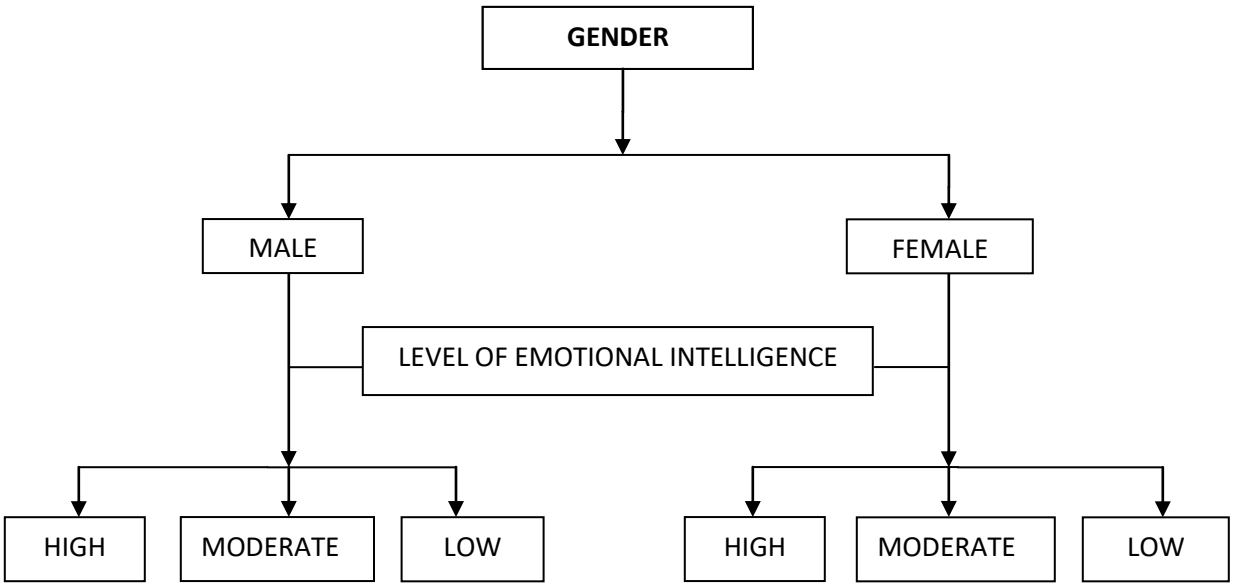
- Students Stress Scale by Z. Akhtar (2023) will be used.
- Emotional Intelligence Scale by A. K. Singh and Shruti Narain (2024).
- Study Habit Scale by Dimple Rani and M.L. Jaidka (2015).

DATA COLLECTION

The data will be collected personally on a group basis by the researcher. Firstly, the researcher will introduce himself to the related students and requested their cooperation. Then the students' stress scale, emotional intelligence scale and study habits scale will be distributed to them. The students will be imparted the necessary instructions regarding filling in general information about them on the scale. The students will be given the required time to complete the research tools, and after that, all the tools will be collected by the researcher.

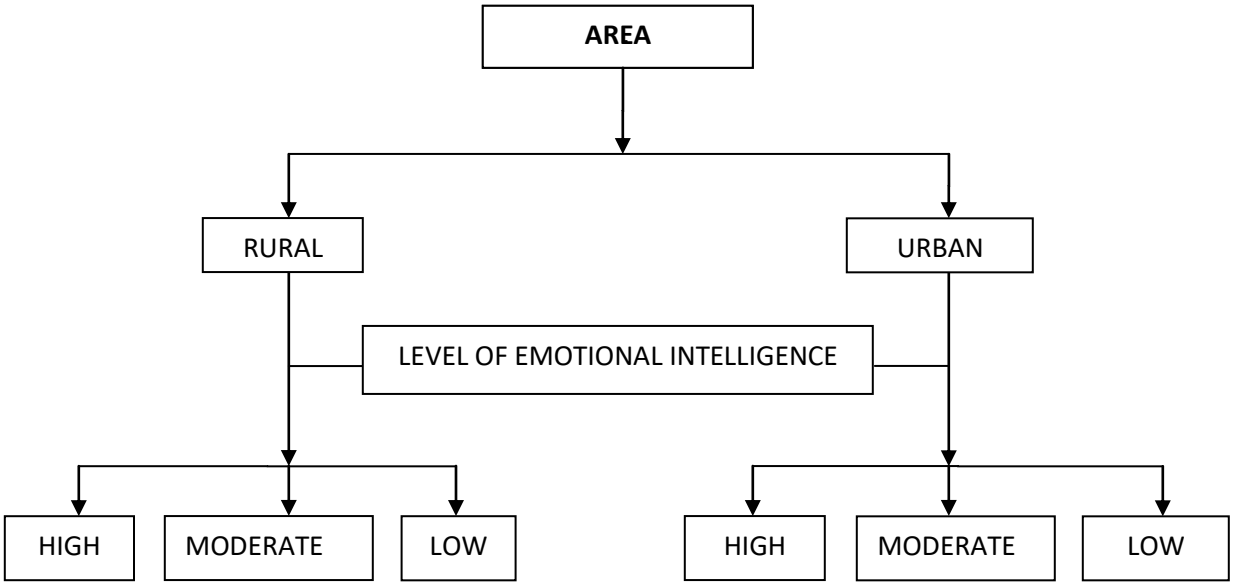
STATISTICAL DESIGNS OF THE STUDY

1. GENDER AND LEVEL OF EMOTIONAL INTELLIGENCE (2x3 STATISTICAL DESIGN)



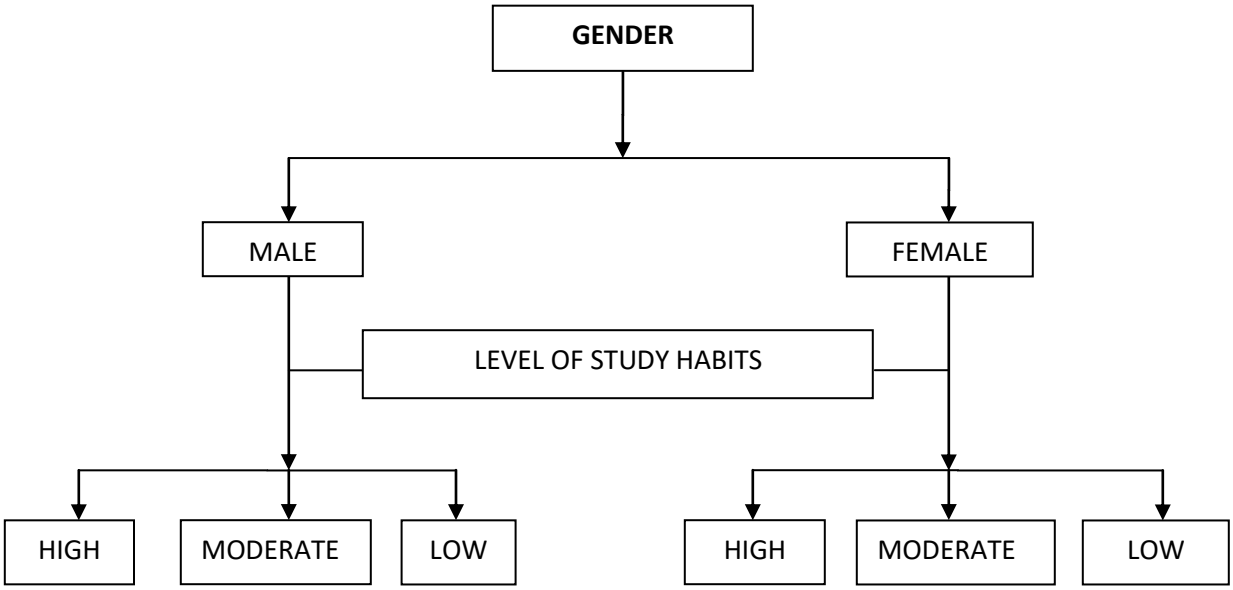
(Scores on dependent variable for all six groups)

2. **AREA AND LEVEL OF EMOTIONAL INTELLIGENCE (2x3 STATISTICAL DESIGN)**



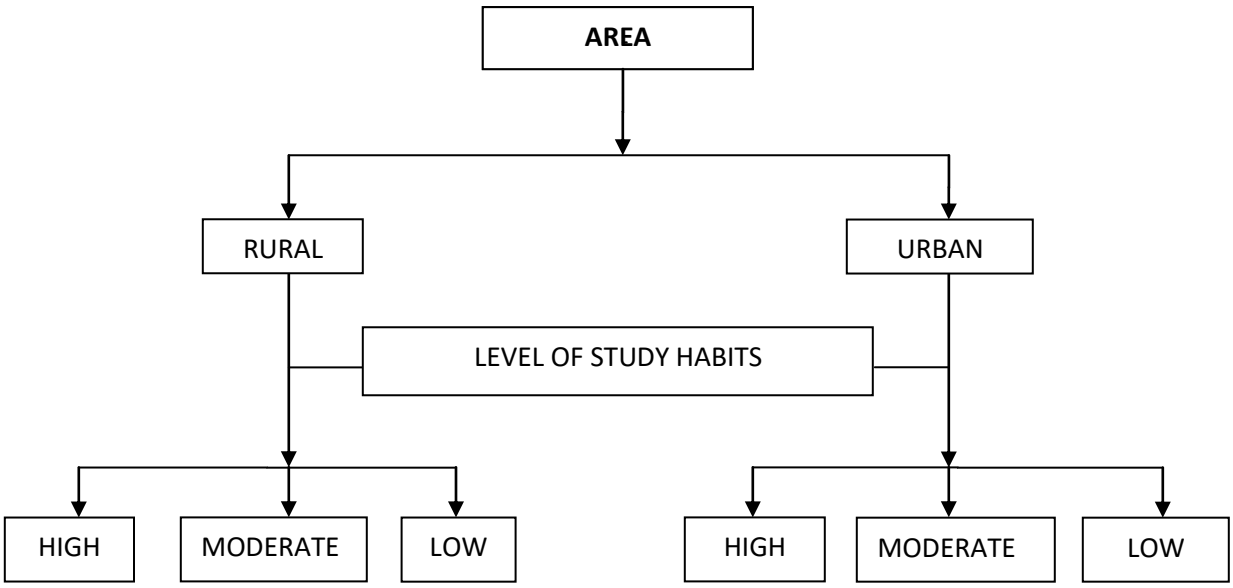
(Scores on dependent variable for all six groups)

3. **GENDER AND LEVEL OF STUDY HABITS**
(2x3 STATISTICAL DESIGN)



(Scores on dependent variable for all six groups)

4. A**REA AND LEVEL OF STUDY HABITS**
(2x3 STATISTICAL DESIGN)



(Scores on dependent variable for all six groups)

STATISTICAL TECHNIQUES TO BE USED

For checking the normality of data, descriptive statistics like mean, median, mode, standard deviation, skewness and kurtosis will be calculated on stress, emotional intelligence and study habits scores. Further for studying the main interactional effect of gender, area, emotional intelligence and study habits on stress among secondary school students, the statistical technique of analysis of variance (ANOVA) will be applied. The product moment correlation by Karl Pearson will be used to find out the correlation.

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